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| Research Article / Araştırma Makalesi |

A Phenomenographic Research On The Covid-19 Pandemic Process

Covid-19 Pandemi Sürecine Yönelik Fenomenografik Bir Araştırma

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Keywords

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2. Swot analysis
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Abstract

Purpose: In this study, it is aimed to evaluate the opinions of administrators and teachers about the reflections of the pandemic process on learning processes by making SWOT analysis.

Design/Methodology/Approach: In this context, the study was carried out with the phenomenographic research method. The study group of the research consists of 568 administrators and teachers in Trabzon in the 2020-2021 academic year. The data for the SWOT analysis were obtained by applying the structured forms prepared by the researchers to the participants.

Findings: The obtained data were analyzed by content analysis. In strengths; It has been determined that out-of-school learning opportunities have increased and students' technology use competencies have improved. On weak points; it has been revealed that it is inadequate in the lessons that require practice and there is a face-to-face communication problem. In opportunities; increasing the time spent with the family and providing fast and easy access to information came to the fore. In threats; infrastructure problems were the identified themes.

Highlights: It has been concluded that teachers should receive in-service training on methods and techniques that they can use in distance education. During the pandemic process, students were encouraged to take more responsibility for learning, and equal opportunities were provided for introverted students. The need for more objective approaches in measurement and evaluation has come to the fore. It is recommended to support applied courses with appropriate content so that they can be adapted to the distance education process.

Öz

Çalışmanın amacı: Bu çalışmada pandemi sürecinin öğrenme süreçlerine yansımaları ile ilgili idareci ve öğretmenlerinin görüşlerinin swot analizi yapılarak değerlendirilmesi amaçlanmıştır.

Materyal ve Yöntem: Bu bağlamda çalışma fenomenografik araştırma yöntemi ile yürütülmüştür. Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında Trabzon ilinde bulunan toplamda 568 yönetici ve öğretmen oluşturmaktadır. Swot analizi için veriler araştırmacılar tarafından hazırlanmış yapılandırılmış formların katılımcılara uygulanmasıyla elde edilmiştir.

Bulgular: Elde edilen veriler içerik analizi ile çözümlenmiştir. Güçlü yönlerde; okul dışı öğrenme imkânlarının arttığı ve öğrencilerin teknoloji kullanım yeterliliklerinin geliştiği, zayıf yönlerde; uygulama gerektiren derslerde yetersiz kalışı ve yüz yüze iletişim problemi yaşandığı, fırsatlarda; aile ile geçirilen zamanın artması ve bilgiye hızlı ve kolay erişim sağlanması, tehditlerde; alt yapı sorunları ön plana çıkan temalar olmuştur.

Önemli Vurgular: Öğretmenlerin uzaktan eğitimde kullanabilecekleri yöntem ve teknikler konusunda hizmet içi eğitimler almaları gerektiği sonucuna ulaşılmıştır. Pandemi sürecinde öğrencilerin öğrenme sorumluluğunu daha fazla almaları teşvik edilmiş, içe kapanık öğrenciler için fırsat eşitliği sağlanmıştır. Ölçme ve değerlendirmede daha objektif yaklaşımlara olan ihtiyaç ön plana çıkmıştır. Uygulamalı derslerin uzaktan eğitim sürecine adapte edilebilmesi için uygun içeriklerle desteklenmesi önerilmektedir.

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INTRODUCTION

Social change stands for the static characteristics of society being experienced in an active development process. In this sense, social change involves changes in the social and spiritual components of society. Areas such as family, consumption, production, management, human relations, science, technology and education are affected by this process of change (Şişman, 2010). The covid-19 epidemic, which affected the whole world and led to changes in all areas of social life, caused significant changes in social life (Zimmerman, 2020). Considering the formal and non-formal education process, one of the most important public fields affected by the epidemic can be said that to be the education field (Agnoletto & Queiroz, 2020). Thus, the use of digital technologies has become a basic requirement all over the world and there has been an urgent transition to distance education studies (Lau et al., 2020).

The concept of distance education refers to the process of delivering learning environments to students on a web-based basis with the help of constantly developing internet technologies and computers (Newby et al., 2006). Learning situations where the internet is at the center are called e-learning. E-learning environment includes a process where students participate in learning processes over the internet synchronously or asynchronously, away from other students and teachers (Gökdaş & Kayri, 2005). Looking at the situation of the distance education process in Turkey, it is seen that many universities have infrastructure for distance education and this infrastructure is used. In this context, a sound infrastructure can be mentioned for Turkey for distance education at the higher education level (Bozkurt, 2017). Nonetheles, it is known that a learning environment called "emergency distance education" and in return new solutions were needed during the pandemic. Emergency structured distance education is the education to be given in the face-to-face learning process completely through the distance education process when the crisis situation is over (Hodges et al., 2020). Before the epidemic, they included the digital devices, online resources, social media technology and e-learning activities educators used voluntarily in the learning process (Mulenga & Marban, 2020). In this sense, it can be stated that the epidemic process allowed to ground an active distance education process (Ferdig et al., 2020). The most important gain of this grounding is seen as the experience gained in the process (Keskin & Özer- Kaya, 2020). The gains of the distance education process, which are considered as experience can be exemplified as flexible shaping of educational materials in electronic environment, updating them when necessary, and using different technologies continuously (Yamamoto & Altun, 2020).

Another contribution of this learning process is that it forces educators, parents and students to take more responsibility. At the same time, it provides gains of using thinking skills such as critical thinking, problem solving, being creative and establishing communication and cooperation (Anderson, 2009). In addition to the gains of the distance education process, it can be stated that it involves situations which can be described as negative. That the process mostly appeals to adult learners (Bozkurt, 2020) and students, teachers and parents experience adaptation problems as a result of a rapid transition to the process, problems in the context of assessment and evaluation, and inadequate access infrastructure can be given as examples to the negative situations mentioned (Eren, 2020). In line with reducing the impact of these negative situations, according to Bozkurt (2020), students should be supported in the distance education process and adequate guidance studies should be carried out for students. According to Telli and Altun (2020), due to the sudden and rapid transition to distance education, no evaluation could be made on the requirements of distance education and possible precautions. According to Costello, Brown, Donlon, and Girme (2020), lessons should be learned from the epidemic process and new policies should be developed regarding the distance education process. According to Can (2020), in particular, the subject of assessment and evaluation should be dealt with as a priority.

From Canpolat and Yıldırım's point of view (2021), determining to what extent the courses and programs carried out in the distance education process serve the purpose, determining the thoughts of teachers and students about the process, and monitoring the distance education process continuously is necessary. It is important for the measures to be taken and the strategies to be developed to reveal the positive and negative effects of students and teachers, who are the stakeholders of distance education, which became widespread in the education process after the COVID-19 epidemic. When we look at the literature, there are many current studies examining the experience, perception and attitudes towards distance education according to teachers and administrators (Bakioğlu & Çevik, 2020; Burke & Dempsey, 2020; Çağlar & Kılınç, 2020; Görgülü Arı & Hayır Kanat, 2020; Karakuş et al., 2020; Külekçi et al., 2020; Mulenga & Marban, 2020; Roy, 2020; Taşkın & Aksoy, 2021). However, no study has been found that deals with the applications carried out for the distance education process with a SWOT analysis approach according to the views of teachers and administrators. Conducting this study with SWOT analysis enabled it to be used as a comprehensive tool that guides the strategic planning process with threats and opportunities factors by identifying the weak and strong aspects of the distance education process. It is thought that this study will make an important contribution to the field of improvement and development of the distance education process with the results of the analysis.

Based on this gap in the literature, this study, aims to evaluate the opinions of administrators and teachers about the reflections of the distance education process on the learning processes by making a SWOT analysis. For this purpose, answers were sought for the following sub-problems;

1)What are the strengths of the distance education process?
2) What are the weaknesses of the distance education process?

3) What are the opportunities intended for the distance education process?
4) What are the threats to the distance education process?

METHOD

This research was carried out in order to reveal the perceptions of the participants about the reflections of the covid-19 epidemic process on the educational environments. In this context, the study was carried out with the phenomenographic research method. With phenomenographic research, the relationship between the individual and what he or she is trying to understand or learn is tried to be investigated and explained. If the results of these studies are well understood, important steps can be taken in matters related to individual learning (Çepni, 2007). Because the more aware of the learning process related to a particular phenomenon, the more effective the implementing school stakeholders will be in the development and good structuring of the process (Marton, 1986). In this respect, it is obvious that the SWOT analysis, which was carried out on the basis of phenomenographic research, with the views of teachers and administrators, who are stakeholders in education, shows purposeful integrity.

Working Group

Purposeful sampling method was used to determine the study group. The study group of the research consists of 568 administrators and teachers in Trabzon city during the 2020-2021 academic year. Demographic data of the participants are given in Table 1.

Table 1. Participant profile

Role in the institution	Teacher	472
	Administrators	96
Gender	Female	300
	Male	268
Level of education	Undergraduate	480
	Graduate	88
School grade	Primary school	248
	Middle School	220
	High school	100
Age range	22-30	86
	31-40	219
	41-50	179
	51-60	75
	60+	9

According to Table 1, it is seen that the number of teacher participants is higher according to the type of task. According to the gender variable, it is seen that the number of female participants is higher than the number of male participants. According to the school level, it is seen that the least participation is in the high school type, and according to the age variable, the least number of participants is 60 years old and over.

Data Collection

The data for the SWOT analysis were obtained by applying the structured forms prepared by the researchers to the participants. The 4-item data collection tool was transformed into an online form using the google form. The use of the online form in the research provided the participants with the convenience of filling out the data collection tool any time. In the first part of the form, there is a text about the importance of the participation of teachers and administrators in the research mentioning their personal information is not requested and that the data obtained will only be used for scientific purposes.

Analysis of Data

Before analyzing the data of the research, preliminary preparations were made. With this regard, first of all, the data of each participant was read and checked. In these controls, it was detected that two participants filled out the form twice and the forms were removed from the data set. As a result, analyzes were made with the remaining 568 data. The obtained data were analyzed by content analysis. While performing content analysis, the data is organized in a meaningful way and categories are created in line with the relationships that best explain the data. While analyzing, similar data are integrated with certain concepts and themes. In this way, reaching concepts and relationships that can explain the data is aimed (Yıldırım and Simsek, 2011). The data obtained in this research are grouped as strengths, weaknesses, opportunities and threats. The consistency between the codes and categories created by the two experts was calculated using the formula of Miles and Huberman (1994) [Consensus/

(Disagreement + Consensus) X 100], and the consistency between the coders was determined as 90 %. Accordingly, the analyzes were found to be consistent. In addition, codes with a frequency of one in the data analysis were not included in the categories.

Validity and Reliability

In order to ensure the validity of the research, the data collection process and how the researchers reached the results were explained in detail and direct quotations from the participants' views were given (Yıldırım & Şimşek, 2011). In order to ensure internal validity in the research, researcher triangulation was performed and data collection and data analysis processes were carried out by more than one researcher (Merriam, 2013). To ensure the reliability of the study, Miles and Huberman's (1994) formula was used and the consistency between coders was calculated as 90%. In the relevant literature, it is recommended that the consistency between the coding of the researchers should be at least 80 % (Patton, 2002; Yıldırım & Şimşek, 2011).

FINDINGS

The findings emerged out of the analysis of the data during the research process were described as four categories. These categories are presented under the headings of strengths, weaknesses, opportunities and threats.

Strengths:

Strengths category consists of the opinions of the participants about the strengths of the distance education process. The frequency of repetition of teacher opinions reached in the strengths category is shown in Table 2.

Table 2. Strengths identified in line with teachers' opinions

	Category	f
1	Increasing out-of-school learning opportunities	119
2	Flexibility in time and space	98
3	Supporting student autonomy	90
4	The development of students' technology use proficiency	71
5	Improvement of teachers' technology use proficiency	68
6	No risk of contamination	61
7	No internet speed problems experienced at school	61
8	Improvement of technology use competence of parents	56
9	Improvement of teachers' proficiency in using digital materials	54
10	To have a better idea about the student's home environment	52
11	The student's taking responsibility for learning	51
12	Ability to record and reuse audio and written materials used in the learning process	50
13	Providing advantage in individual learning	49
14	More active participation of parents in the learning process	45
15	Increasing need for visual material production	45
16	Creating an advantage for introverted (shy) students	44
17	Having the opportunity to reach the student outside of school	42
18	Ensuring continuity in communication with the student outside the school	36

As seen in Table 2; the views most repeated by the participating teachers in this category are determined as; flexibility in time and space, increasing opportunities for out-of-school learning, no risk of contamination, improvement of teachers' proficiency in using digital materials, improvement of parents' proficiency in technology use, improvement of teachers' proficiency in technology use, development of technology use proficiency of students, no internet speed problems experienced at school, student's taking responsibility for learning, having a better idea about the household environment of the student, ensuring the participation of those who have a disability to come to school, the ability to record and reuse the audio and written materials used in the learning process, supporting student autonomy. The frequency of repetition of the opinions of the administrators reached in the strengths category is shown in Table 3.

Table 3. Strengths determined in line with the opinions of the administrators

	Category	f
1	Development of students' technology use proficiency	51
2	Development of technology use competence of parents	50
3	3The development of teachers' technology use proficiency	44
4	No loss of time in transportation	42
5	No risk of contamination	36
6	Supporting student autonomy	33

As seen in Table 3, the most repeated opinions of the administrators in this category are determined as; no loss of time in transportation, no risk of contamination, the development of technology use proficiency of teachers and students, the development of technology use proficiency of parents, and support for student autonomy.

Weaknesses:

Weaknesses category consists of the opinions of the participants about the weaknesses of the distance education process. The frequency of repetition of teacher opinions reached in this category is shown in Table 4.

Table 4. Weaknesses identified in line with teachers' opinions

	Category	f
1	Inadequacy for the lessons that require practice	112
2	Failure to make objective measurement and evaluation	93
3	Communication problems (eye contact-touch)	84
4	Failure to attend the lesson	76
5	Inability to carry out student-centered, individual studies	61
6	Limited opportunity for immediate feedback correction	59
7	Inability to provide classroom management	55
8	The flexible environment in the home environment creates a disadvantage in terms of discipline	55
9	Decreased peer relations between students and disadvantage in terms of socialization	54
10	Students' lack of sense of responsibility	49
11	The difference between students with and without family interest is greater than that of face-to-face education	45
12	Limited use of methods, techniques and materials in some courses	41
13	Inadequate class hours and duration	39

As seen in Table 4, the most repeated opinions of teachers in this category are determined as; inadequacy for the lessons that require practice, communication problems (eye contact-touch), not being able to participate in the lesson, not being able to do student-centered individual studies, lack of objective measurement and evaluation. The frequency of repetition of the opinions of the administrators reached in the category of weaknesses is shown in table 5.

Table 5.Weaknesses determined in line with the opinions of the administrators

	Category	f
1	Communication problem (eye contact-touch)	41
2	Lack of objective measurement and evaluation	39
3	The difference between students with and without family interest is greater than that of face-to-face education	36
4	Inadequacy for the courses that require practice	33
5	Inability to provide classroom management	28
6	Students get ahead of teachers in the use of technology	26
7	Limited opportunity for immediate feedback correction	24
8	Increasing the workload of the teacher	17
9	Students have a disadvantage in terms of decreasing peer relations with each other and socialization	16

As seen in Table 5, the most repeated opinions of the administrators in this category are determined as; communication problems (eye contact-touch), inadequacy for the lessons that require practice, lack of objective measurement and evaluation, inability to provide classroom management, and the increase in difference between students with and without family support compared to face-to-face education.

Opportunities:

Opportunities category consists of the opinions of the participants about the opportunities provided by the distance education process. The frequency of repetition of teacher opinions reached in this category is shown in Table 6.

Table 6. Opportunities determined in line with teachers' opinions

	Category	f
1	Increased time spent with family	101
2	Availability of technology	87
3	Bringing the positive aspects of technology use to the forefront for students	79
4	Internet and tablet support	65
5	Creating a new vision of the learning process	65
6	Parents should also be involved in the education process in terms of technology	56
7	To create a sustainable communication between the teacher and the student.	48
8	Accelerating the production and use of technology-supported materials	41

As seen in Table 6, the most repeated opinions of teachers in this category are determined as; availability to technology, internet and tablet support, the positive aspects of technology use for students coming to the fore, creating a new vision of the learning process and the increase in time spent with the family. The frequency of repetition of the opinions of the administrators reached in the category of opportunities is shown in Table 7.

Table 7. Opportunities determined in line with the opinions of the administrators

	Category	f
1	Quick and easy access to information	53
2	Formation of an alternative process in case schools interrupt face-to-face education for any reason (epidemic, flood, fire, etc.)	49
3	Internet and tablet support	41
4	Availability of technology	37
5	Equality of opportunity for students living in rural areas or unable to attend school for any other reason.	33

As seen in Table 7, the most repeated opinions of the managers in this category are determined as; internet and tablet support, quick and easy access to information and forming an alternative process in case of schools interruption of face-to-face education for any reason (epidemic, flood, fire, etc.).

Threats:

The threats category consists of the opinions of the participants about the threats to the distance education process. The frequency of repetition of the opinions reached in this category is shown in Table 8.

Table 8. Threats identified in line with teachers' opinions

	Category	f
1	Infrastructure problems (power outage, internet access, etc.)	118
2	Participation difficulties of students whose home environment is not suitable	80
3	Creating screen addiction	64
4	Conflicts in entering live classes in families with multiple children	59
5	There are distracting stimuli on the internet while in a live class	55
6	Some course contents are not suitable for the distance education process.	54
7	The weakening of the bond between the student and the school due to the distance from the school culture	53
8	Health problems caused by being in front of the screen	51
9	Creating a non-social environment	51
10	Parents' effort to control the teacher	48

11	Internet related security problems	42
12	Access problems for students living in rural areas	42
13	The failure of working parents to show interest in their children	33
14	Parents who are not interested in the distance education process	32

As seen in Table 8, the most repeated opinions of teachers in this category are determined as; infrastructure problems (power outage, internet access, etc.), difficulty in participation of students whose home environment is not suitable, screen addiction, conflicts in entering live classes in families with multiple children and weakening of the bond between the student and the school due to the distance from the school culture. The frequency of repetition of the opinions of the administrators reached in the category of threats is shown in Table 9.

Table 9. Threats determined in line with the opinions of the administrators

	Category	f
1	Infrastructure problems (power outage, internet access, etc.)	41
2	Access problems for students living in rural areas	38
3	Internet related security problems	32
4	The weakening of the bond between the student and the school due to the distance from the school culture	31
5	Educators who are not open to innovation and change	24

As seen in Table 9, the most repeated opinions of the participants in this category are determined as; infrastructure problems (power outage, internet access, etc.), internet-related security problems and access problems for students living in rural areas.

DISCUSSION

As a result of the SWOT analysis carried out to investigate the effect of the distance education process on the learning processes, the themes determined in line with the opinions of the teachers and administrators were examined under separate headings.

Strengths

In distance education applications, all stakeholders of the learning process (parent-teacher-student) had to be equipped with technology. Considering that one of the most important elements of the online learning environment is technology usage skills, it seems normal in the study findings that this situation emerges as the most important advantage of the relevant process. When the studies in the literature are examined, it is seen that similar results have been reached. In the research conducted by Özgöl, Sarikaya and Öztürk (2017), it was concluded that distance education contributes to the development of technological skills. In regard to the common opinions of administrators and teachers about the process in question; the themes of supporting student autonomy, giving students the opportunity to reach outside of school and no risk of contamination emerged. Flexible planning of working conditions in the distance education environment supported the formation of autonomy in students. Similar findings were also found in studies conducted in the literature (Elitaş, 2017; Fidan, 2021). Since the students do not leave the house during the distance education process, the risk of contamination decreases, communication is established with the student outside the school, and parents can also participate in the learning process at home. Thus, the learning process is not affected by the risk of disease and the parents, who are an important element of the education process, can be included in the learning process obligatorily. At the same time, more information is obtained about the student's home environment and the student is better known. Two of the findings of Fidan (2021) in his study are that the distance education process keeps the students away from the risk of contamination and that the parents are more involved in the educational processes. With the transfer of all educational processes to the house, reaching the student outside the school has been possible, thus, a continuous communication with the student about the educational processes has been ensured. According to Almaghaslah and Alsayari (2020), distance education has an important advantage in terms of meeting the educational needs and establishing a relationship with the student outside of school.

Unlike teachers the administrators have been determined to emphasize the theme of reducing the loss of time in transportation. The fact that the student is at home in distance education has created an advantage in terms of time spent in transportation, especially in big cities (Seyhan, 2021).

Unlike administrators the teachers have been revealed to focus on themes that are directly related to the learning processes (advantage in individual learning, the student's taking responsibility for learning, the necessity of producing visual materials, the ability to save and reuse learning materials, creating an advantage for introverted students). In the learning environment organized with distance education; students are involved in a learning process at their own pace and where they need to take more responsibility. Thus, students can live their lives in line with their own needs, interests and wishes. Başaran, Doğan, Karaoğlu and

Şahin (2020) in their research concluded that distance education contributes to the individual development of the student and to the introverted students. There are other studies supporting these findings (Cerezo et al., 2010; Fidan, 2021).

The other topics mentioned by the teachers were that the process provides flexibility in terms of time and place, that parents are more involved in the process, that internet problems experienced at school are not experienced in this process, and that they have more ideas about the home environment of students. In their study, Horspol and Lange (2012) identified the advantageous aspects of distance education as providing spatial convenience, saving time in terms of going to and coming back from school, and establishing an effective interaction with online platforms. It is seen that the same results have been achieved in similar studies (Koçyiğit & Uşun, 2020). According to Kırmızıgül (2020), the communication of families with their children and teachers with their students has had a positive effect in the distance education process. On this occasion, the participation of the parents of the students in the education was indirectly ensured. Supporting distance education with visuals, videos and animations affects teachers and students positively, increases permanence and motivation (Hartnett et al., 2011; Vasu & Öztürk, 2009). It can be said that this situation is a source of inspiration for teachers to produce visual materials.

Weaknesses

The themes expressed by the administrators and teachers in terms of the weaknesses of the distance education process are determined as; communication problems (eye contact-touch), students' disadvantage in terms of socialization due to the decrease in peer relations with each other, inadequacy for lessons that require practice, inability to make objective assessment and evaluation, limited opportunity for immediate feedback, correction and classroom management, the increase in difference between students with and without family support compared to face-to-face education.

In the distance education process, the learning environment cannot be enriched with gestures, mimics and social interaction as in face-to-face education, and a more formal interaction is established between the student and the teacher. Keskin and Özer-Kaya (2020) in their study to evaluate distance education concluded that students have problems in communicating (Koç, 2020; Serçemeli & Kurnaz, 2020). Horspol and Lange (2012) concluded that insufficient socialization opportunities are a significant disadvantage as a result of their research on the disadvantages of the distance education process (Uçkaç, 2020). Immediate feedback, correction and assessment-evaluation process focuses on learning results and gives notification about what and to what extent the student has learned and where he or she made a mistake. In this way, the correct achievements of the students are reinforced, and the wrong achievements are corrected. Hamutoğlu, Sezen Gültekin, and Savaşçı (2019) emphasized in their studies that there is a problem in receiving feedback from the instructor during the distance education process and this is a disadvantage (Erfidan, 2019; Hamutoğlu et al., 2019; Tuncer & Taşpınar, 2008). It is important that the assessment and evaluation are carried out in a healthy way in the processes where resources such as the internet and computers that provide distance education are used. The distance education process generally takes place in the houses of the students, and the indispensable component of the process is the families. There is a significant difference between the children of families who follow the student's process closely and those of families who leave the student alone, and a state of readiness emerges outside the teacher's field of intervention (Aziz & Dicle, 2017; Eygü & Karaman, 2013; OECD 2020). The inability of teachers to control the variables in the house environment at the same time is seen as an important weakness of this process. According to Kabapınar, Kanyılmaz, Koçhan, and Atik (2021), the fact that families do not show the necessary interest in live lessons, do not attach importance or do not support students in attending live lessons also causes a decrease in student motivation.

The themes that the administrators expressed differently from the teachers have been determined as; students' getting ahead of teachers in using technology and increase the workload of the teacher. The basis of the distance education process is based on the active use of information technologies. However, it can be said that students are more practical than parents and teachers in the use of information and communication technologies (Bayrak et al., 2017). Teachers can become passive with the increase in the dominance of students who have more relevant and practical use of information and communication technologies in online courses. Thus, it can be said that the workload of the teacher can increase in order to improve oneself. In a study by Burke and Dempsey (2020), it was determined that teachers do not have sufficient technological knowledge.

Themes expressed by the teachers, different from the administrators are stated as; the lack of participation in the lesson, the sense of responsibility of the students creating problems especially in participation in the lesson, the lack of attention, the lack of student-centered or group work, the use of a limited number of methods and the insufficient lesson hours. The course of the epidemic in the distance education process has resulted in students being completely away from the school environment, all learning processes continuing online, students falling into complacency after a while and decreasing attendance to classes. The fact that teachers have problems in attending online classes on time may be due to the fact that online classes create flexibility in students' discipline and participation in the lesson. In his study, Arık (2020) stated that despite all the work done by the Ministry of National Education, there is a problem in participating in distance education (De Oliveira et al., 2018; Karadağ & Yücel, 2020). The support of parents, who effectively guide children's education life, becomes even more important when it is considered especially for students who cannot take responsibility for their own learning and who do not have the habit of working individually and independently. The indifferent attitudes of parents and students in the learning process cause students not to develop the sense of responsibility (Çakın & Külekçi-Akyavuz, 2020; Eygü & Karaman, 2013).

During the epidemic process, the situation of conducting applied courses with distance education were faced with, and there were problems in the conduct of such courses. Limited methods and techniques that can be used may have been effective in the emergence of this situation. According to Eygü and Karaman (2013), although distance education is effective in gaining behaviors in the cognitive domain, it is not effective in gaining affective and psycho-motor behaviors and in practical disciplines (courses). According to Kör, Aksoy, and Erbay (2014), the use and exchange of teaching materials in the online environment is not as easy as in the classroom environment. According to Doğan and Paydar (2019), the distance education learning environment is limited in terms of teaching methods. In the distance education process, external stimuli in the house environment affect the learning processes of the students. While there is no decrease in motivation for bright students who can generate intrinsic motivation, the decrease in motivation for students who cannot generate this, causes the gap to widen. As a result of the research conducted by Doğan and Paydar (2019), among the disadvantages of open and distance education, it was concluded that it is difficult to generate motivation for the lesson (Fırat et al., 2018; Hobson & Puruhito, 2018).

Opportunities

The themes expressed by the administrators and teachers in common are determined as; accessibility to technology, internet and tablet support, acceleration of technology-supported material production and use, and the emergence of an alternative process. Due to the nature of distance education, instant access to technology is required and the internet infrastructure must support the process. At the same time, it is seen as an important requirement in the context of the execution of the process that the instructors produce technology-supported materials.

Unlike teachers, administrators expressed their views as providing easy and fast access to information and creating equal opportunities in education. In the distance education process in our country, the ministry has worked on the tablet and internet needs of students and internet infrastructure. By establishing EBA support points, the ministry provided support to students who were technologically inadequate during the epidemic. Thus, it is aimed to support students in accessing information and to increase their competence in using technology. In the research conducted by Özgöl, Sarikaya, and Öztürk (2017), it was concluded that students' opportunities for access to technology increased and technology-supported materials were actively used (Andoh et al., 2020). According to Hilli (2020), seeking solutions via distance education for schools closed due to covid-19 ensures the continuity of educational processes and creates equality of opportunity between students in rural areas and students in the center (Koçyiğit & Uşun, 2020). According to Çakmak and Uzunpolat (2021), that the education needs can be met within some limitations is an important advantage of distance education.

The themes that emerged as a result of the analysis of teachers' opinions are determined as; the increase in the time spent with the family, the fact that students and parents have to stay in the education process in terms of technology, and the emergence of a sustainable communication between the teacher and the student. In the distance education activities, which were passed quickly during the Covid-19 epidemic process, families were necessarily included in the learning processes. In this regard, it is known that families are more active and spend more time with their children in the digitalized education and distance education process compared to the face-to-face education process (Kırmızıgül, 2020). According to Ak, Şahin, Çiçekler and Ertürk (2020), families have a key importance in the distance education process and trainings should be organized for families on distance education at home. According to Durišic and Bunijevac (2017), the energetic activities, technical infrastructure and motivation of the parents in the education process positively affect the academic success of the students. According to Gewin (2020), teachers and students had to be in constant communication due to requirements such as inviting students to participate in the lesson, giving feedback and identifying students in difficult situations. Although the globally impactful epidemic period is thought of as a disaster, it is known to create different opportunities (El Maarouf et al., 2020). With this regard, it can be said that what happened in the world after the covid-19 epidemic created a new normal and a new paradigm. This process, which is considered as the new normal, is thought to create opportunities for the positive use of technology (Ferdig et al., 2020; Reimers & Schleicher, 2020; Shisley, 2020).

Threats

The themes expressed by the administrators and teachers in common are determined as; infrastructure problems, security problems related to the internet, access problems for students living in rural areas, failure to form a school culture. Due to the sudden transition to the distance education process, it is known that the process has a weakness for infrastructure problems. The fact that not all students, especially those living in rural areas, have access to the Internet, as well as the distraction and security problems caused by the virtual world, may be the reason why the participants expressed their opinion in this direction. When the literature is examined, it is seen that the research findings are supported. As a result of the researches Bakioğlu and Çevik (2020), Uyar (2020) conducted, it was concluded that the teachers themselves and their students have significant problems with the internet connection. There are studies supporting this (DePaepe et al., 2018; Özkul et al., 2020). During the distance education process, students were away from school and their social environments were limited to live lessons and at home. The limited communication of students with their peers has caused the relationship between school and student to weaken (Başaran et al., 2020; Durak, 2017; Horspol & Lange, 2012; Öztaş & Kılıç, 2017).

The theme of educators, who are not open to innovation and change, comes to the fore as the view that administrators put forward differently from teachers. The competencies required by the teaching profession are in a process of change and

transformation all over the world. Taking advantage of the developing technology opportunities in this transformation process is an important element of change for teachers (Mahruf & Shohel, 2012). The rapid transition to distance education during the epidemic period required a rapid adaptation to the aforementioned competencies. It is known that teachers who cannot keep up with innovation and change have difficulties in the process. According to Fidan (2021), teachers who are open to innovation and change can take on vital tasks and conduct a dynamic learning process.

Among the threats emphasized in teacher opinions; health problems caused by being in front of a screen, development of screen addiction, difficulty in attending classes for those with unsuitable home environments, course contents being not suitable for online classes, working parents having difficulty in following their children, low participation rate of children of disinterested parents, low socialization , the state of parents' control of the teacher, distraction, and the problem of participation in the lesson in families with many children. In younger age groups, students can be distracted quickly because their focus time is short. At the same time, it is known that in the distance education process, students spend an average of 3.5 hours a day with tools such as computers / tablets as an average learning process. Students continue to spend time with the same tools outside of class hours, and this creates a risk for digital game addiction. Yeliz, Yayan and Yayan (2021), in their study, concluded that children spend time in digital environments intensively during the epidemic and their game addictions are at an alarming level in recent years. At the same time, the health problems caused by sitting in front of the screen for a long time are seen as an important situation (Odabaş, 2003). It cannot be said that every student's home environment is suitable for participation in distance education in the distance education process. Especially the children of working parents were left on their own in distance education and could not find a parent who could guide them. Thus, the control of these students and their participation in the lessons did not follow a regular course.

In addition to the parents who cannot show interest in their children, a profile of parents who are biased towards the distance education process and try to control the teacher in the distance education environment has emerged. The control effort of the parents creates a problem regarding the student's relationship with the teacher. Thus, the teacher has problems in managing the process. According to Gürer, Tekinarslan, and Yavuzalp (2016), parents should provide a balance between controlling student participation in the distance education process and unnecessary intervention to the teacher. According to Avcı and Akdeniz (2021), families who do not take the necessary responsibility in the distance education process have caused problems to increase during the distance education process. The presentation of the course content that requires active participation of the students caused difficulties in the distance education process, and the active participation of all students in the live lessons could not be realized. Thus, a lack of meaningful learning has emerged in learning processes (Gewin, 2020). According to Attri (2012), it is important to create the content that students need in learning processes in order to increase the quality of distance education (Sarı, 2020). A non-social environment, the presence of distracting stimuli on the internet during live lesson, and the overlaps experienced in attending live lessons in families with many children were determined as the themes originating from the home environment.

According to Elcil and Şahiner (2014), due to the characteristics of the distance education environment, students and teachers are in separate places and feel lonely. At the same time, problems such as distracting stimuli and lack of dynamic interaction in face-to-face communication are seen as weaknesses of the process. Lee, Ward, Chang and Downing (2021), in their study, stated that students who continued their education life with distance education during the epidemic experienced a feeling of loneliness, and Munasinghe, Sperandei, Freebairn, Conroy, Jani, Marjanovic and Page (2020) similarly reported a decrease in the feeling of happiness and in physical activity due to distance from social environments. According to Moore and Kearsley (2012), “distance education process by weakening the communication between students and teachers in different environments causes a psychological gap”. Distractions are an important variable that disrupts the distance education process. For this reason, it is important to control the distractions in the home environment as well as the feeling of loneliness (Strauß & Rummel, 2020). It is thought that the quality of the distance education environment can be improved when the overlapping situation in families with many children, which distracts and negatively affects the process, can be managed (Genç et al., 2020).

CONCLUSION AND RECOMMENDATIONS

The views of administrators and teachers about the process called Distance Education Process and called the new normal in the new education paradigm were evaluated under four categories called strengths and weaknesses, opportunities and threats. In strengths; increase in the opportunities for out-of-school learning and improve in the technology use competencies of the students, in weaknesses; inadequacy in lessons that require practice and face-to-face communication problems, in opportunities; increase in time spent with family and providing fast and easy access to information, and in threats; infrastructure problems have been the prominent themes. According to the results of the research, the fact that teachers' views on the distance education process focus directly on the learning-teaching processes and that the administrators focus more on the learning environment may be due to different roles and responsibilities (Kurnaz et al., 2020). Teachers are people who interact directly with students and plan lessons. In the distance education process, the opportunity of teachers to communicate with students face to face is limited. Therefore, teachers can focus on understanding the challenges faced by students, providing them with appropriate materials, and supporting their learning effectively. Teachers may also be concerned about using a variety of teaching strategies and tools to meet students' individual needs. On the other hand, administrators are usually the people responsible for the overall

operation of the school. In the distance education process, the focus of administrators may have a broader perspective, such as arranging the learning environment, providing the technology infrastructure, supporting teachers and maintaining communication with parents (Çağlar & Kılınç, 2020). These different focus points may mean that teachers care more about the individual learning experience for students, while administrators focus more on the effectiveness of the learning environment at the systematic and institutional level. However, this difference of opinion shows that both parties should work together for comprehensive management of distance education.

Although there are infrastructural deficiencies in terms of connecting to the internet in schools, state support was provided to students who could not access the internet during the distance education process. In this process, teachers learned more about their students' home environment and family structure. Notwithstanding, teachers made more efforts to prepare visual materials. It has been concluded that teachers should receive in-service training on methods and techniques that they can use in distance education. The importance of teachers being people who are always open to change and innovation has once again come to light in this process. Technology use skills of teachers, students and parents have increased, and student autonomy has been supported with this process. The idea that learning can take place outside of school has been adopted, thanks to these out-of-school learning activities have gained importance. Students saved time on their way to and from school, and the risk of contamination from school was reduced to zero, especially in the period when the mortality of the epidemic was high. Students were encouraged to take more responsibility for learning, and equal opportunities were provided for introverted students.

It is understood that strong social bonds cannot be established between student-teacher or student-student due to being in different places. On the other hand, it can be said that there is a sustainable and formal bond between the teacher and the parent so that they can closely monitor the student's participation in the lesson. The need for more objective approaches in assessment and evaluation has come to the fore. In this process, it was concluded that parents should display a more collaborative approach and be more interested in providing appropriate environments for their children in controlling the student's attendance and participation status. It is undisputable that there has been an interruption in the continuity of the school culture, yet it is also known that when children come together again, they fuse much more quickly in comparison to older people. The fact that students spent more time in front of the screen has revealed some health problems. In the post-pandemic period, it can be recommended that parents take urgent measures to eliminate these problems and direct their children to sports they are interested in.

It is recommended to support applied courses with appropriate content hence they can be adapted to the distance education process.

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